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ABSTRACT

This activity is designed for use in connection with the study of Turkish history by elementary school students. The activity utilizes Turkish art to stimulate students to create their own written interpretations of history. The particular work of art studied is "Miniature with a Cat Design," from the collection of the Topkapi Museum in Istanbul. These materials include information about the activity for teachers, goals and objectives, general overview and procedures, as well as an example of a student-created work (third-grade level). (DB)

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TEACHER USE OF TURKISH ART TO MOTIVATE AND ENLIGHTEN ELEMENTARY LEVEL STUDENTS IN SOCIAL STUDIES READING AND RESEARCH

by

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Abstract

Essential to the elementary school program for social studies is the support services of the Media Center Generalist, a faculty member who provides opportunities for teachers and students to bridge other content areas with everyday classroom experience.

This book is an activity that complements an instructional unit by Dr. Lynn on Turkey.

The student-development of this book enhanced the instructional unit as supplemental writing, reading, and art experiences.

Students will define social studies concepts relative to the study of Turkey; write individual interpretations of:

Kedili Minyatur
15. Yuzyil
Akkoyunlu Turkmen Donemi
Minature with a Cat Design
15th Century
Akkoyunlu Turkoman Period
Topkapi Sarayi Muzesi;

illustrate their interpretations; and read the book.

Area of Social Studies Curriculum:

Multicultural Infusion: Refinement of social studies curriculum to include geographical cultural groups, instructional strategies which accommodate the various learning styles inherent in the

class, and higher level thinking skills.

The student will utilize techniques to investigate cultural heritage.

Grade Level:

Elementary

Activity:

Student creation of a book, using Turkish art to educate themselves; to experience history in a fresh, vivid manner.

Goals and Objectives:

To illustrate how the artistic treasures of the Turkish world can be used to create awareness through elementary instruction;

To address an elementary class concerned with multicultural studies;

To recognize that art is creative expression and translatable.

General Overview:

An increased effort by elementary instructors to include students as authors of works, should encourage reading, in that, when students are actively engaged in writing their own works for study -- developing their own interpretation of history -- their interest in and need for reading broadens. Writers must

read for information. From students developing answers to questions posed by the teacher and illustrating their answers, the teacher has developed an integrated experience in composition and creative arts, as well as, summarization of material and concepts to be learned.

The teacher points out that art is part of history, that it has purpose and meaning, and that it is a record of cultural events.

After completing a study unit on Turkey, the students will study the work of art, Minature with a Cat Design, and using critical and creative thinking skills, prepare a book. The teacher will present the final draft for discussion, demonstrating acceptance of creative interpretation.

Procedures:

1. Teacher focuses student attention through presentation of Turkish arts and demonstration of how art reflects historical periods in cultural history.
2. Teacher lists objectives for students to copy, i.e., I will write why I think this cat is important to the Turkish people.
3. Teacher will read stories about famous cats.
4. Teacher requests student questions in order to know that students are ready for independent practice.
5. Students compose individual interpretations via verse and illustration.

6. Assessment is arrived through collection/review of verse

and illustration, edited by teacher for rewrites.

7. Closure takes place through student/class reading of book.

Support Resources:

Mrs. Anne Butler, 1584 E. 1500 North, Logan, Utah 84321, 801/753-6548, has produced a slide presentation of the Turkish culture for elementary school students.

How Evaluated at Your School:

Teacher

Chairperson

Social Studies Supervisor

Media Generalist

Person willing to discuss the program in more detail:

Dr. Karen Lynn

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The following is a model student activity of the preceding discussion, developed by a third grade class.

MYSTERY OF THE TURKISH CAT

Before you read this story, find these words in your dictionary and define them:

Asia

assassin

civilization

Europe

geographical

miniature

museum

mystery

professor

reincarnation

Turkey

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Our teacher traveled to Turkey.

Turkey is the geographical bridge between Europe and Asia.

Turkey has been the boundary between Europe and Asia.

Turkey has been the center of past civilizations : Hittites, Assyrians, Phrygians, Lydians, Greeks, Persians, Romans, Seljuks.

Teacher brought a lot of photographs of sights she saw in Turkey to share with us.

Our favorites were the photographs of Turkish cats.

Teacher also shared with us this "Miniature With A Cat Design", from the Fifteenth Century.

Our teacher wrote to two professors of Turkish history to find about the story of this cat.

The professors could not help her, so, we decided that we would help our teacher.

Parisia said: "I think that the cat had to be a hero, or maybe it did funny, funny things for the Sultan. Maybe the cat helped fight in wars. Or maybe it cooked dinner for the Sultan, played tennis-ball with him, or talked to him. That cat must have been a champion. Perhaps he could run on two feet, read books, or smoke a pipe with the Sultan. If I had such a cat, I would enjoy him."

Veronica said: "I think the cat may have been a spy, or a killer-cat. He was there to protect the Sultan. Maybe the cat was the only cat in Turkey, and homeless."

Shannan said: "The Sultan had a daughter who was allergic to dogs and so the Sultan gave her the cat."

Shermanda said: "I think a pretty cat like that belonged to

an artist. The artist painted the cat's picture for the Sultan."

Caree said: "A wise man lived in the palace. He went to war. He brought a cat back from the war. A man tried to kill the wise man. The cat jumped on the assassin and he fell to the ground. The wise man had a portrait made of the cat to honor the cat."

Byron said:"I believe the cat was the most beautiful in all of Turkey. I believe it walked as a king would. The Sultan admired the cat because it had nine lives."

Lakenya said: "The cat was famous. She saved a person's life, and that person asked the Sultan to honor the cat."

Remini said:"I think this cat's name is Popo. The Turkish people wrote in Arabic: THIS CAT IS MEAN. THIS CAT IS DANGEROUS. BEWARE!"

Ronnie said: "This cat was a genius. He advised the Sultan."

Tusheena said: "This cat had a job. She was to produce more cats for the Sultan."

Michael said: "This cat was reincarnated. He used to be a man. He would go from village to village giving life; therefore, people would hang his picture on their walls."

Bryson said: "I think the cat's picture was hung because he was a lost cat."

Brandon said: "I think the cat was supposed to eat the food scraps. Look how fat he is!"

Dominique said: "I think that someone loved this cat very, very much."

Can you help the teacher solve this mystery?

Why has the picture of this cat been honored with a place in

TOPKAPI SARAYI MUZESI. . .a museum in Istanbul?

To the people of Turkey

I would like to extend a special thank you to Mrs. Virginia Gibson and her 1991-92 Third Grade Class